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**ABSTRACT**

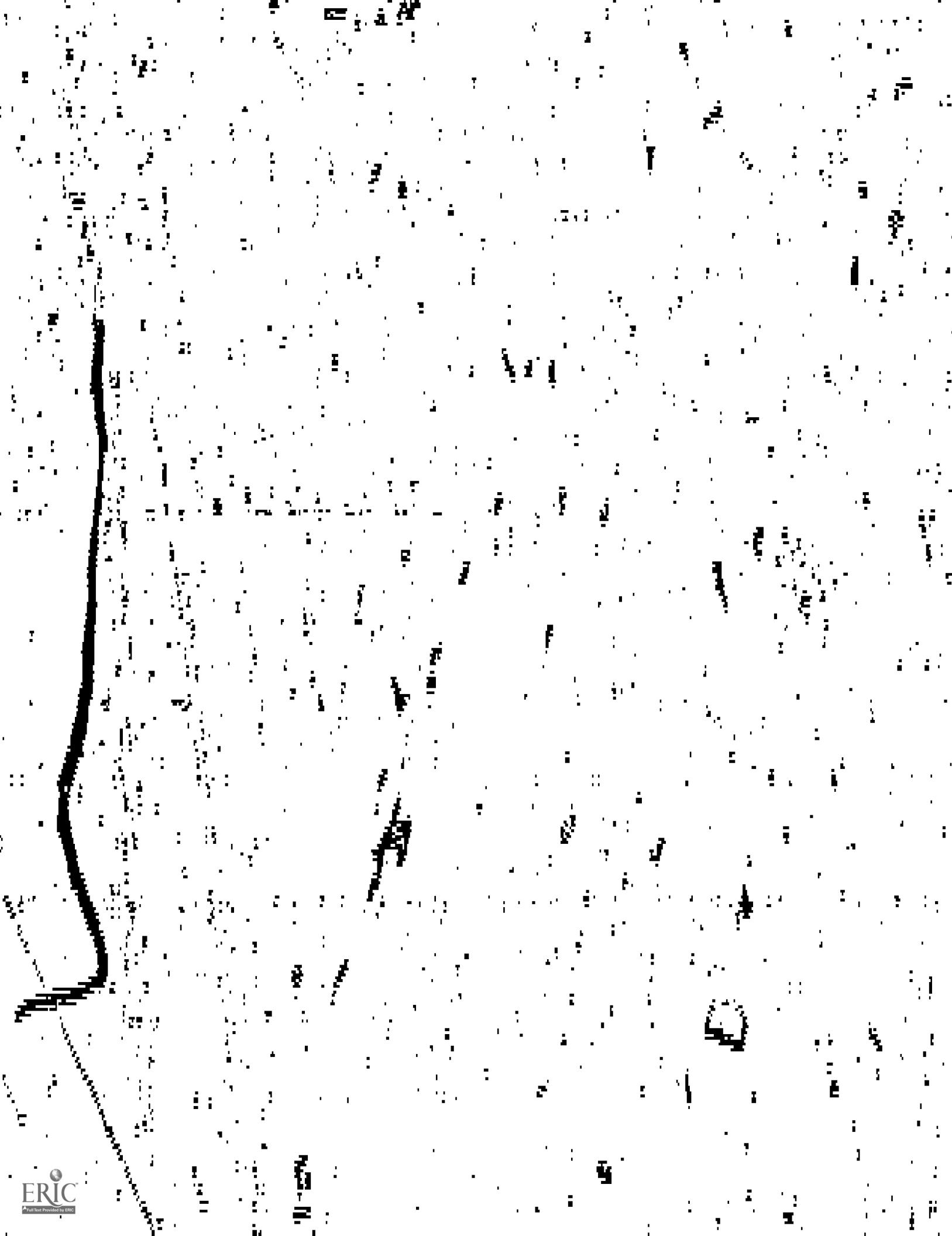
The purpose of this book is to suggest ways in which vocational and career guidance counselors and program planners in education, training, and counseling programs can provide disadvantaged, out-of-school youth with reliable, up-to-date information about the job market. Much of what is presented here relates to strategies and products developed and used in the Youth Career Information Project (YCIP) operated by the Education and Work Program of the Northwest Regional Educational Laboratory. Other information was contributed by similar programs throughout the country or was obtained through a literature search on outreach strategies and occupational information delivery. In chapter one, suggested program responses to youth needs for occupational information, based on experiences at the YCIP sites and of selected agencies from other States, are provided. In chapter two, outreach guidelines and strategies are discussed. In chapter three, conclusions that have influenced the outreach and delivery strategies described in the earlier chapters are discussed. This last chapter is based on a needs survey that was conducted as one element of YCIP and on opinions expressed by staff members of the demonstration sites serving disadvantaged youth in YCIP. Listed in an appendix are contributing agencies and resource materials. (CMG).

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**DOUG**

**Meeting the Occasion**

**Information Needs**





## **Northwest Regional Educational Laboratory**

**300 S.W. Sixth, Portland, Oregon 97204**

**May 1981**

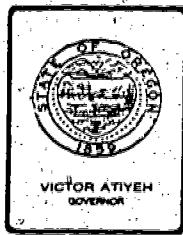
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## OREGON STATE EMPLOYMENT AND TRAINING COUNCIL

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### FOREWORD

Child labor laws, safety and liability constraints and lack of available jobs deny young people the experience of gainful employment. Occupations are created, changed, and phased out quickly due to rapid changes in business and industry. Increasing numbers of jobs are not visible to today's youth. Technological advances require increasing levels of technical expertise in the work force. These and other factors cause a wide gap between the aspirations of youth and needs of employers. The behavioral expectations and level of skill development required by employers are not understood by most young people.

Assisting youth to overcome these barriers to success in the workplace is the challenge of youth education and training programs. Providing occupational information in accessible, usable, and understandable form is a major part of this task. For this reason the Oregon State Employment and Training Council funded the Youth Career Information Project. Its purpose is to develop and test products and strategies aimed at motivating young people to seek and use occupational information and to deliver occupational information in a manner meaningful to them. Hopefully, the results of the project, which are related in this Idea Book, will prove useful to youth-serving agencies.

Dan Mercer, Chair  
Oregon State Employment  
& Training Council

# Acknowledgment

This Idea Book would not have been possible without the hard work, suggestions and support of many people.

We are grateful to Marlene and Larry Picus for their outreach strategies and valuable information on the occurrence of child abuse.

# **Contents**

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## **Introduction**

## **Purpose of the Idea Book**

## **Format**

# **Introduction**

Success in the job market depends on the acquisition of academic, technical experience and kindred functions. The need for financial acuity among economically out-of-school youth.

k Program of the Northwest Regional Educational Laboratory (NWREL). The project was funded by Oregon State Employment and Training Council and the Oregon Occupational Information Rating Committee (OOICC). Other information contributed by programs throughout the country obtained through a search of literature on outreach strategies and occupational information.

One provides suggested program responses to needs for occupational information, based on experiences of the YCIP sites and of selected agencies contacted in other states.

Two discusses strategies for informing out-of-school youth about available occupational information and counseling services, with guidelines for reach based on experiences of the project.

Three is based on a needs survey conducted as an element of the project and on opinions expressed by staff members of the demonstration sites on disadvantaged youth in the project. It presents conclusions that have influenced the design and delivery strategies described in Chapters One and Two and is intended particularly for program planners.

## Youth Career Information Project

The Youth Career Information Project was operated initially by the Northwest Regional Educational Laboratory. It was conceived in response to concerns on the part of the Oregon Occupational Information Rating Committee and others that increasing numbers of disadvantaged youth are not in touch with sources of occupational information and guidance.

The project focused on two major areas:

1. Development and field testing of ways to inform disadvantaged out-of-school youth about available services
2. Use of existing occupational information systems and resources with disadvantaged out-of-school youth to determine how effective they are and how they could be improved

The project advisory board selected five test sites throughout the State of Oregon, representing a diversity of programs and geographic areas. The demonstration sites were:

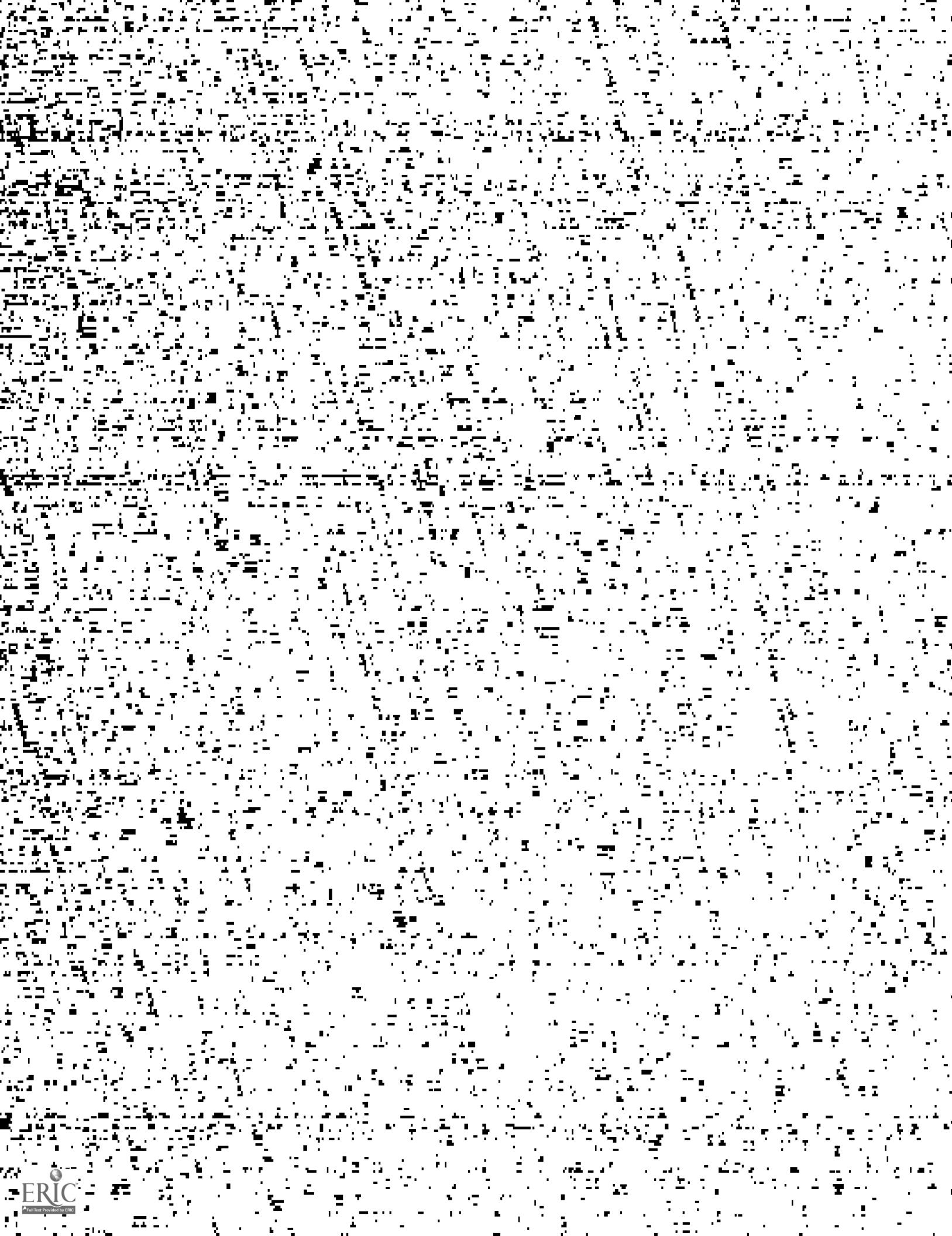
- The Youthworks, Inc., Medford, serving Jackson County and the Medford area in southern Oregon
- Community Services Consortium, Newport, serving all of Lincoln County on the Oregon Coast
- Looking Glass, Inc., Eugene, serving primarily the urban Eugene-Springfield area in the southern Willamette Valley
- The Urban League, Portland, serving primarily black neighborhoods in Northeast and North Portland
- The Multnomah-Washington CETA Consortium, serving East Multnomah County and Washington County, in the suburban Portland area

The demonstration agencies cooperated with NWREL in developing and testing innovative ways of reaching out-of-school youth who are living on their own and generally are not in touch with agencies offering education, training or employment services.

The agencies used three national information systems: CIS (Computerized Information System), Systems Career Help (SEARCH) and LMI (Labor Market Information) generated by the Employment Division. Information and staff regarding the strategies and products

## **Footnotes**

1. Diamond, Daniel and Brach Bedrosian. Industry Hiring Requirements and Employment of Disadvantaged Groups. New York University School of Commerce, 1970.
2. Wirtz, Willard. The Boundless Resource. The New Republic Book Company, Inc., Washington, D. C., 1975, p. 29.



# **Chapter One: Delivery**

## **Sources of Occupational Information**

The Youth Career Information sites used three of Oregon's

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12. The automated system  
enough interest among  
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13. The automated system  
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# **Systems Exploration and**

**SEARCH is an interest and**  
**used extensively by Emp**  
**Oregon and increasingly**  
**as well. The system inc**  
**Inventory, which assesses**

requires two client visits. The first visit takes the Worker Trait Group (WTG) test, which includes a pretest, a delay of several days for scoring and interpretation, and a second visit for the posttest. The second visit also includes a pretest, a delay of several days for scoring and interpretation, and a second visit for the posttest.

YCIP developed a self-instructional manual for the administration of the Worker Trait Group (WTG) test. The manual provides step-by-step instructions for administering the test, including how to administer the pretest, how to score the test, and how to interpret the results. The manual also includes a sample test form and a sample interpretation report.

# Labor Market Information

Another of Oregon's major information is the Labor program of the Oregon Employment Security Department. This annual LMI Directory identifies over 1,000 labor market information sources throughout Oregon.

# Commercially Produced

Commercially produced information are available in various formats and subject areas. The computerized delivery systems include sampling systems, work

# **Setting Up Your Occupational Information System**

**Guidance in decision making** is provided by the system. It gives clients occupational information which helps them make decisions about their future. This is important because clients are successful when they have a clear idea of what they want to do. They can then work out their plans for education and work. This requires a good deal of research and analysis.

Work environment describes the physical work environment and identifies numbers and types of people encountered in carrying out duties. This information need not be state or area specific and does not require updating. Commercially marketed systems often have good visual materials that are attractive and useful. SEARCH worker trait groups emphasize environmental aspects of work. Employer contact and visitations provide the best method of delivering information on the work environment.

Job tasks provides in-depth information on specific work activities required of an occupation, including materials and equipment used, processes, products or services produced and interactions with other workers required. Most systems offer general information; many commercial systems, particularly job sampling systems, offer good visual material or the opportunity actually to do many of the tasks associated with occupations. Employer visitations, observing workers or job sampling provide the most complete and current information on work tasks. Revision of information is necessary only for new occupations or those modified drastically through technological change or regulation. Localized information is not necessary. Knowledge of job tasks is considered by many to be the most important type of information because it allows clients to determine whether they will enjoy and can actually do the tasks associated with an occupation and whether they wish to do them on a regular basis.

Interest assessment is a method of systematically analyzing client interests and relating these to occupations. Most clients can identify their likes and dislikes and a systematic analysis often is

necessary to match these to occupations. The assessment instruments do not have contain localized information. SEARCH valuable resource for interest assessment CIS has a brief assessment system (QUEST) which provides this information in less detail. Many other occupational preference tests are available and widely used.

5. Aptitude assessment is a method of identifying and systematically analyzing general abilities or qualities (such as hand eye coordination or manual dexterity) and recommending occupations accordingly. Information does not usually become outdated or require localizing. SEARCH uses the General Aptitude Test Battery (GATE) an approach to aptitude assessment. This information allows client and counselor identify general abilities that influence the likelihood of achieving necessary skills and job satisfaction in occupations of interest.
6. Job finding includes information which help youth use job finding resources; prepare work, education and training histories; complete job applications; and communicate effectively with employers. This information need not be localized or tied except where local helping agencies are major assistance source. The SEARCH system provides good job finding assistance, as many of the commercially marketed systems. Many Employment Division offices and community colleges offer job finding works. Job finding information and assistance critical for disadvantaged youth who may lack experience, knowledge and personal contacts to assist them in obtaining employment.

**7.**

## Hiring channels

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LMI, Employer co

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## Examples of Information

The following section describes strategies for delivering occupied buildings. These were designed and tried out by the Information Project demonstration identified through a national competition.

Youthworks staff conclude the newsletter, that apparently young people liked the remarkable comments on the new format, particularly with successive issues. The changes in format of course had been the effect of more Youthwork youth.

20

FREE

BEST

# **Booklets and Flyers**

**Many private and public agencies circulate written materials on training, managing firms, incorporation and where to seek help are written by vocational**

Think no one would  
give a kid a job.

**Workbooks can identify activities or provide activities with participants.**

**Others are comprehensive interest inventories, classification worksheets, tests, goal setting, requirements, labor force**

loration program. Both participants and resource people must be made aware of the essential types of information critical to the career decision-making process. The Northwest Regional Educational Laboratory publishes a Community Resource Person's Guide for Experience-Based Learning that can help employer resource people to the information needs of youth. It is based on the advice and experiences of employers working with youth in Experience-Based Career Education.

Santa Barbara, California County Schools, in cooperation with the National Alliance of Business, Employment Development Department and CETA, compiled and printed a Directory of Employer-Based Counselors. This lists approximately 300 resource people in the community and includes occupation, firm name, address and telephone number. This type of directory is a valuable resource for youth participants and staff members of programs offering occupational exploration. It can be developed by local program operators with the help of service organizations such as Chamber of Commerce, Rotary or others.

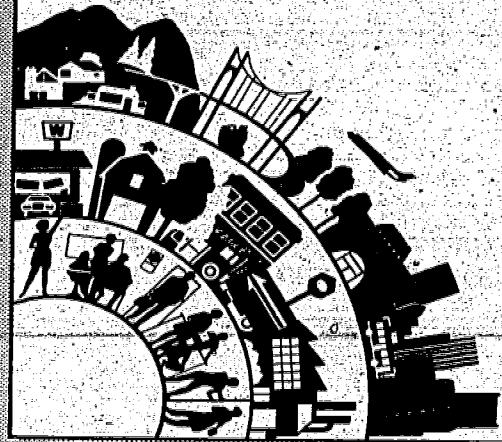
maintains a visit file for many areas of Oregon, through the initiative to develop and maintain the program is a local responsibility.

Institute for Public Affairs Research (IPAR) in Portland, Oregon also provides information on available speakers, field trips and explorations in business and industry in the Portland metropolitan area.

Help Training and Employment, Inc. of Visalia, California, an organization which serves youth in rural areas, emphasizes what is perhaps the most difficult type of information to provide--employer expectations regarding attendance, punctuality, productivity, responsiveness to supervision and cooperation with fellow workers. Participants learn maturity in specifically developed public service jobs. When sufficient progress is demonstrated in this area, youth are gradually exposed to

 Northwest Regional Educational Laboratory

## THE COMMUNITY RESOURCE PERSON'S GUIDE FOR EXPERIENCE-BASED LEARNING



Resources such as this one can help to orient employers to the kinds of information youth need for career decision making.

private sector employers and ultimately move to unsubsidized private sector jobs. Information on the types of behaviors and attitudes in demand by employers is not normally available from occupational information systems, yet this information is critical to the success of young people in the workplace.

## **Identifying Transferable Job Skills**

Identifying transferable skills is the process of matching the acquired skills and knowledge of the individual with those required within occupations of interest to the individual. Practical experiences of youth are often limited to volunteer opportunities or subsidized employment in the public sector. Knowledge of skills and experience translatable to other types of work (e.g., particular private sector jobs) is important when seeking employment.

The Green House Project of Danby, Vermont conducts career development workshops. One component of the workshops is training youth to identify skills they developed in maintenance, farming, construction, management, solar energy and other work and to relate these skills to their personal occupational goals.

## **Volunteer Opportunities**

Short-term volunteer work can provide valuable occupational information and experience, a good substitute for actual paid work experience particularly when work experience jobs are available. Sound volunteer programs should:

- Maintain an inventory of available volunteer opportunities including occupations and tasks to be done by the volunteer
- Match the voluntary experience to the needs of the participant, considering participant interests, skills, aptitudes and goals
- Establish a service-learning agreement which clearly states the duties, rights and responsibilities of all parties involved

4. Develop a method for recording and evaluating knowledge, experience, skills and information obtained

The Youth Community Service Program of Syracuse, New York, a demonstration program developed in cooperation with ACTION, uses an effective system for identifying and matching participant interest and skills with volunteer opportunities in Syracuse. Each volunteer completes an interest checklist to obtain information on a wide range of work activities. Agencies hosting volunteers identify the tasks that a volunteer should be able to do and others that should be learned. Program staff then match the volunteer to available experiences. This increases the likelihood that participants will be able to successfully carry out their volunteer work in an area of career interest.

## **Delivery of Occupational Information in Nontraditional Places**

A major thrust of the YCIP was the delivery of information in places frequented by young people but where occupational information or other services are normally not found. The Oregon Occupational Information Coordinating Committee and Oregon Employment and Training Council felt that many disadvantaged young people in Oregon need occupational information but are not aware of how to get help. Most youth program operators agreed and were able to identify specific target groups that were particularly isolated. Taking information to nontraditional places seemed to be a strategy worth testing.

During a period of about five months, the YCIP demonstration agencies took their resources to nontraditional places like the following:

|              |                |
|--------------|----------------|
| County fairs | Pizza parlors  |
| City streets | Shopping malls |

|                    |                          |
|--------------------|--------------------------|
| <b>Libraries</b>   | <b>Community schools</b> |
| Department stores  | Ethnic gatherings        |
| Recreation centers | Detention facilities     |
| Drop-in centers    | Dances                   |
| Service centers    | Convenience stores       |
| Youth hangouts     |                          |

demonstration sites had two purposes in taking resources to nontraditional places--to inform youth of their services and to actually deliver occupational information.

use of nontraditional settings for delivery of occupational information presents some definite problems:

- It does nothing to guarantee timeliness of contact (many youth may appear disinterested at the time).
- There is usually competition for attention because young people are there for reasons other than obtaining employment assistance. This competition limits time and attention devoted to the material.
- In most situations no time is available for necessary followup and guidance.

Many staff members of demonstration site agencies felt that counseling and guidance personnel who are effective in an office setting do not necessarily function effectively in other environments.

A contributing problem is the complexity of the subject and the need for experienced guidance personnel to be present to counsel youth using the information system.

- As an awareness or outreach strategy, taking occupational information to nontraditional settings is expensive in terms of staff time and travel expenses.

We concluded that presenting occupational information in nontraditional settings was effective for outreach and awareness, but it was not necessarily effective for the actual delivery and understanding of the material.

## Mobile Services

Portland Community College has a mobile information unit which travels to isolated areas. Effectiveness of this type of resource required some advance publicity and coordination with local schools and agencies. Most programs of this nature rely on local schools, government, community organizations or interest groups to publicize and sponsor the visits. A well equipped van, including slide/tape equipment and an assortment of printed material, is expensive and therefore beyond the means of most programs.

On a less costly scale, the Youthworks in Medford, Oregon took occupational information to small communities in rural Jackson County. Staff drove various locations in the county with some materials and the CIS terminal and "set up shop" in public locations. Advertising publicity included handbills, newsletters and other media.

Another strategy that showed promise was using network of staff persons from other youth-service agencies to provide limited information and outreach. For example, in Medford the Youthworks

advantage of local news—  
when you're 'on the road'  
outreach. Write a factual,  
news release and send  
the local media. Type the  
one on your organization's  
head, and always list a  
and telephone number of  
one who can provide addi-  
information. Be sure your  
answers these questions:  
What? When? Where? Why?

beginning Tuesday. The class is conducted on Tuesday and Thursday evenings from 8 to 9 p.m.

Under the supervision of Joy Taubner, the women go through a very rigorous program of body shaping and strengthening exercise.

Taubner has an extensive background in organized exercise and has been conducting "slim and trim" classes at the Ashland YMCA for the last year.

Contact the Ashland YMCA, 2245 Ashland St., 482-9622, for more information.

## Youth job fairs scheduled

Youth employment fairs will be held all over Jackson County this summer by the Youthworks Inc. and other cooperating agencies.

The fairs will provide vocational counseling, information on jobs through the Comprehensive Employment and Training Act and other youth job training information.

The information will be available at the Jackson County Fair Tuesday through July 27, at the Ashland Public Library on Aug. 13 and at the Medford Shopping Center on Sept. 6.

For more details, call Arnie Green at 779-2393.

## State certifies new denturists

Two people from Ashland and three from Medford were among the 54 denturists who were the first in the state to be certified in May.

the SEARCH mailers to juvenile justice youth  
rs and others who traveled regularly throughout  
ounty to counsel with youth. When appropriate,  
gave the mailers to young people which, in turn,  
ated awareness of the services of Youthworks.

## Group Assistance

counseling is a concept which is used widely in  
ment and training programs. The group occupa-  
l exploration and job search or job club is a  
n peer interaction activity. Peer counseling  
ally includes researching occupations, instruc-  
in job seeking and sharing or interacting with  
roup. Activities may be structured in a vari-

ety of ways. Certain advantages are offered by  
peer group approach:

- Participants help one another by sharing  
information, strategies and suggestions.
- The facilitator can work with eight to  
clients at once, making the best use of  
staff time.
- Participants learn skills to help  
themselves.
- Staff costs are reduced by delivering  
occupational research and job finding  
information to a group rather than  
individually.

By United Press International  
It takes 18 months for a dollar  
wear out from use.

## Steamer Interest mount

KLAMATH FALLS, Ore. (UPI)—A flood of requests for help in harnessing the earth's geothermal energy have been pouring into the Geo Heat Center at Oregon Institute of Technology in recent months.

A number of factors seem to be influencing the stepped-up interest in tapping hot underground water to heat buildings and other places, said Gene Culver, an associate of the center.

Falling interest rates, tax incentives, government programs dealing with drilling costs and fiscal budget reviews showing red ink in the energy column have all prompted interest in geothermal power.

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# **Chapter TWO: Out**

**Before you can provide  
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**Oil**

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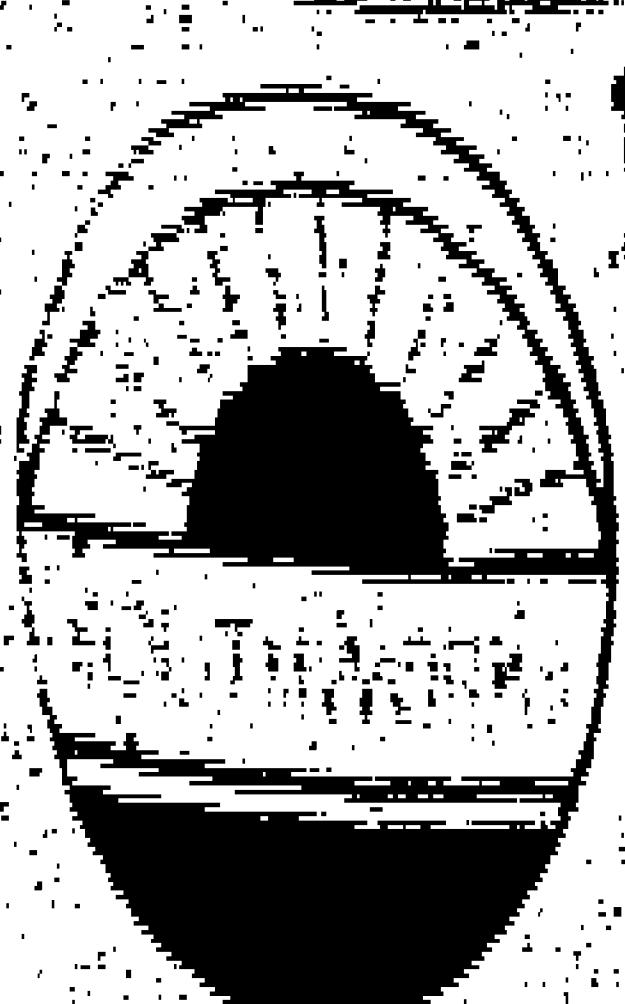
**Here's Another Idea.**

# Outreach Ideas

The outreach strategies described here can be used in a variety of situations—either as stand-alone items, as part of a package, or as part of a larger program.

"Stand alone" items, and some examples were produced by

The youth-serving center in Newport, Oregon, is the **Consortium**. The Consortium was interested in creating a poster that would draw youth in. Youth wrote the copy for the poster, which was recorded by a popular singer. The singer signed the poster, which was displayed in various locations, both indoor and outdoor.



the  
YOUTH  
and COOP

and non-English speaking  
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To attract individuals to  
printed 500 handbills which  
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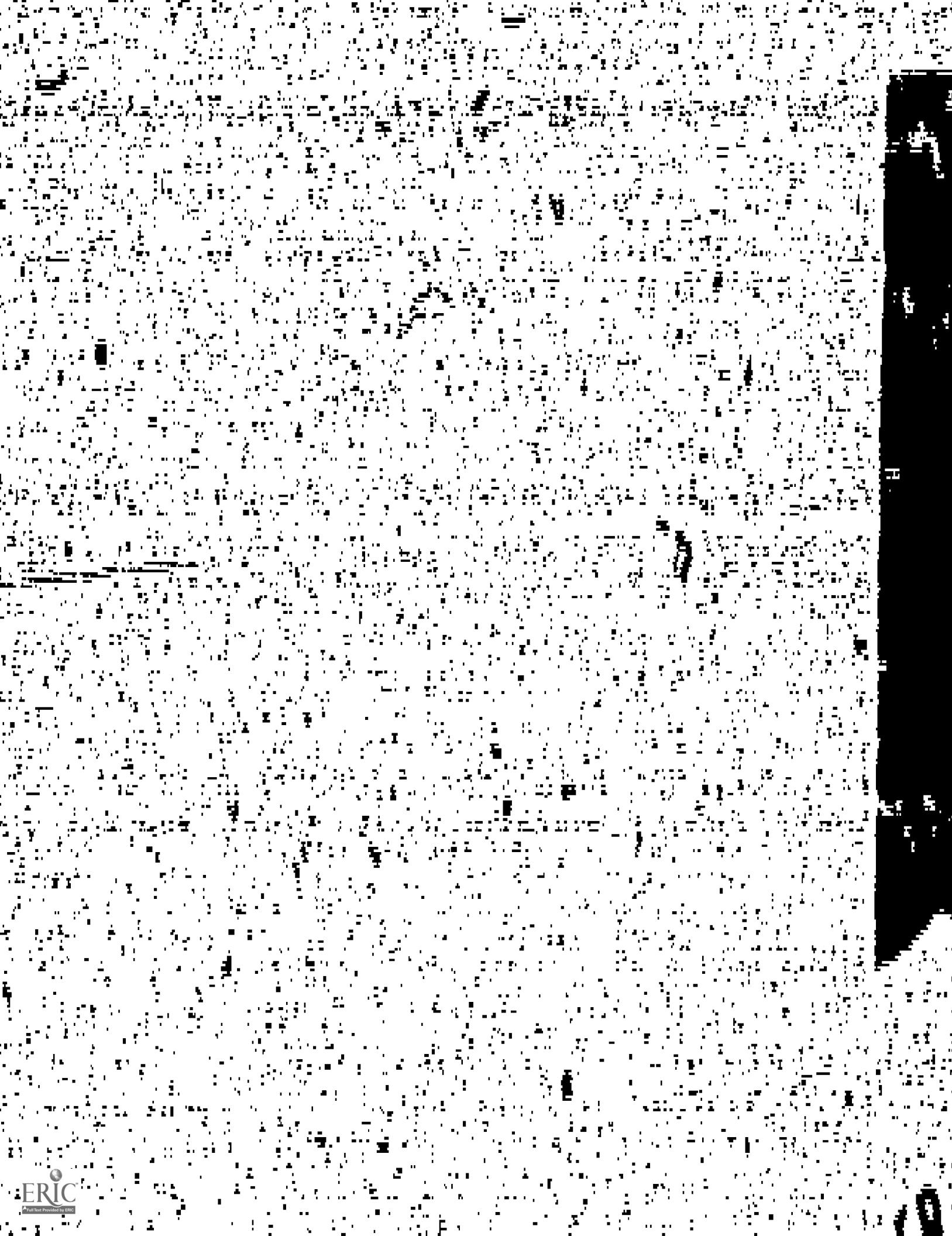
Ohio Dept. of Ashland  
UNIVERSITY

NEWSLETTER

June-July 1980

Vol. 4

REQUISITES ARE NOW REQUI-

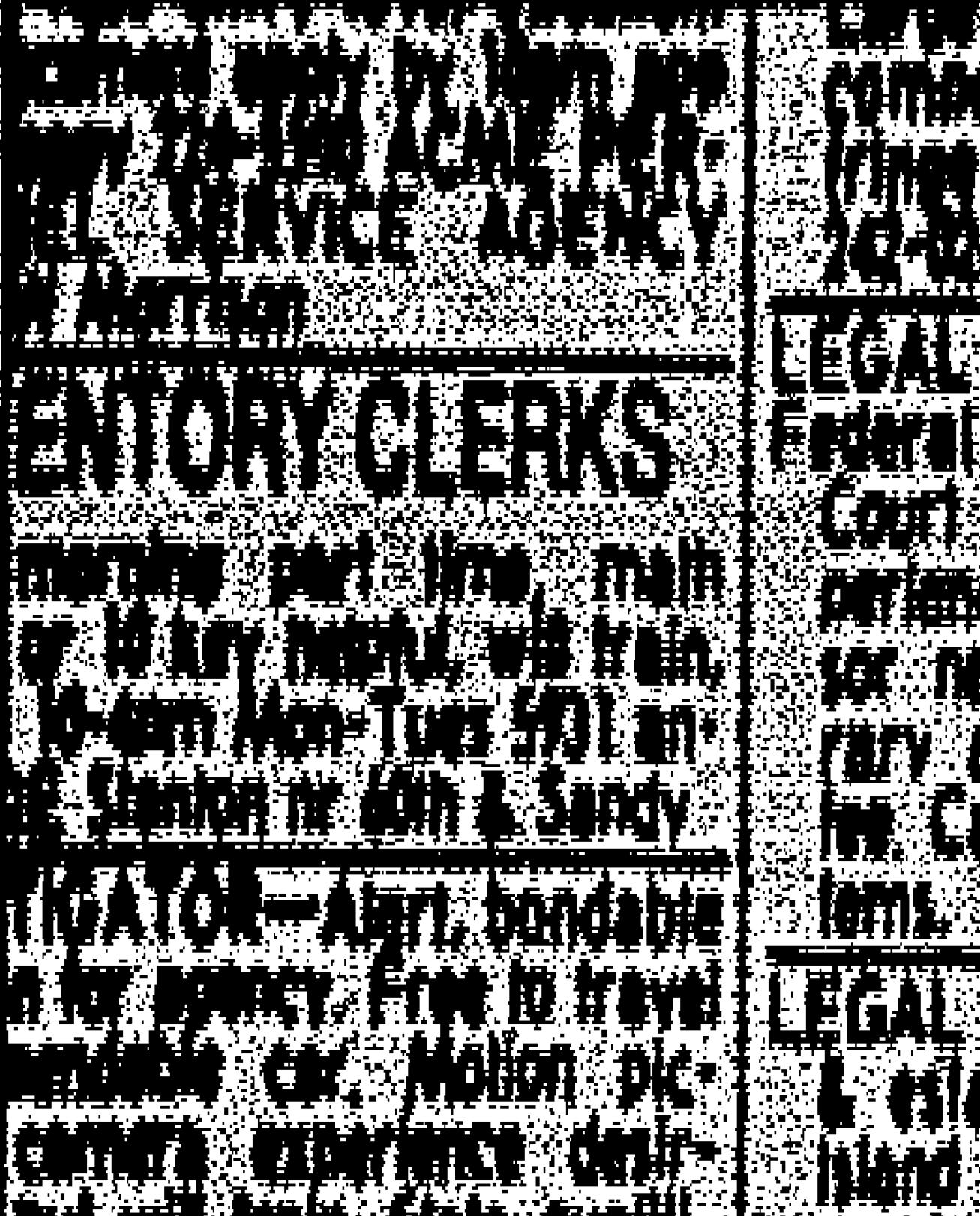




The bright red posters  
the back so that they can  
be posted on bulletin boards.  
self-mailer idea, interpretable  
able to youth around the  
nonurban areas where youth  
about the services available.

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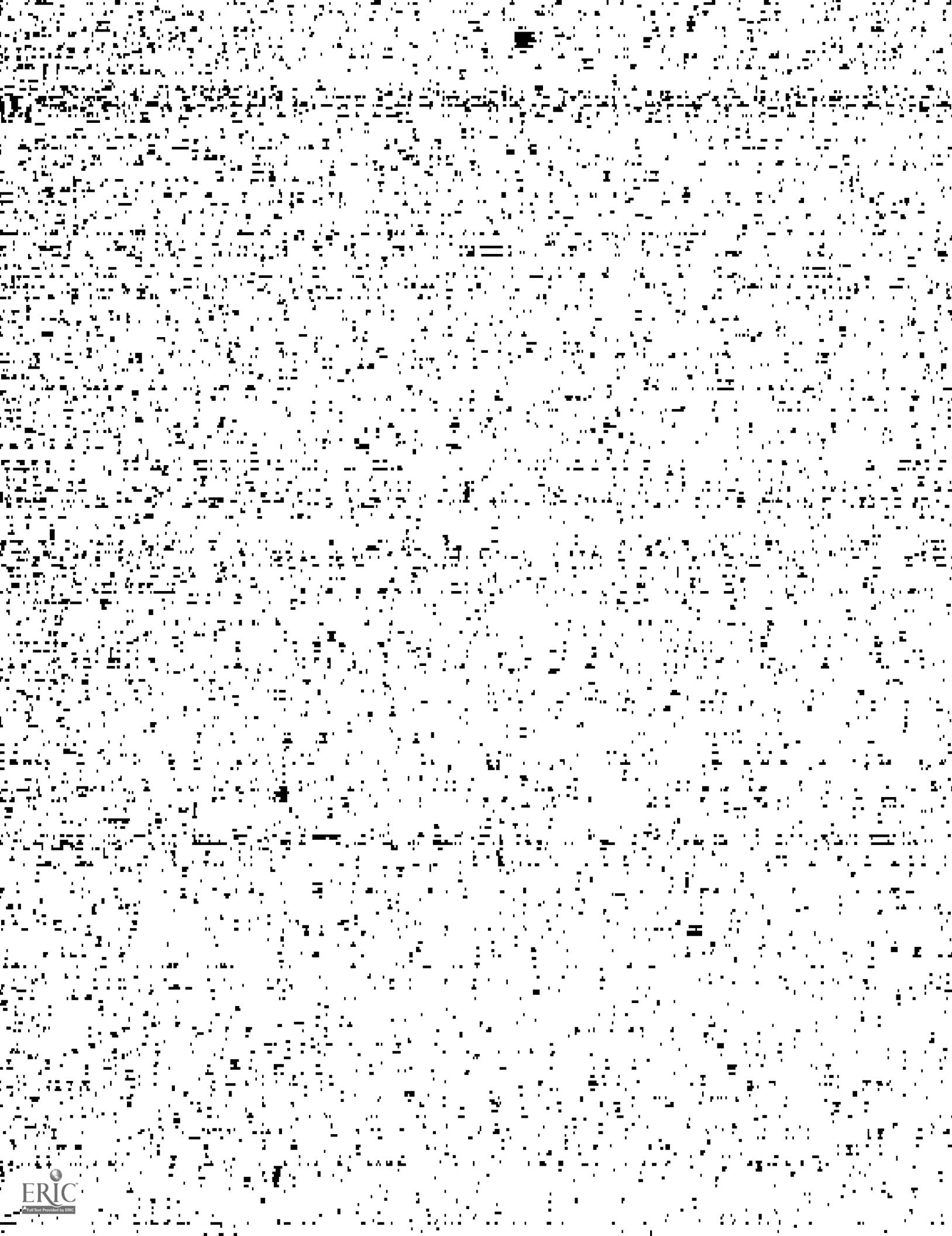
## People as Outreach Agents

Youth who responded to the YCIP survey indicated that they preferred to obtain outreach information from traditional channels and from their peers. It is important to keep this in mind when planning awareness activities. Don't overlook two groups who can be valuable to you: business and young people themselves.

Many businesses support and assist with outreach and occupational information delivery efforts. The private sector frequently views this type of service as good public relations. In the Youth Career Information Project several businesses offered financial support by giving away merchandise to participating youth and by providing promotional assistance, furniture and necessary equipment and supplies.

Peers can be effective in outreach and information delivery activities. Youth who have already been served by an agency frequently will talk up the agency to their friends. In some programs in large urban areas, some youth are actually hired to do outreach among their peers. They work out on the street, encouraging others to get career assistance.





# **Chapter Three: Re**

**This chapter identifies delivery of occupational disadvantaged out-of-school youth emerged from the youth from demonstration site**

present demand, job seeking in completing applications. Long-term considerations aid and labor market information. guidance counselor will try but will try to structure short-term needs that of long-term goals.

Agencies serving our  
velop some way of de-  
parts have received  
occupational informa-  
should be considered  
tests.

**50**

**9. Computer print**

**10. Radio**

**11. Cassette/reco**

**On the question of whether**

• Counselors  
clients' inter-  
jobs for which

• People often  
basis of in-  
ability. May  
reinforce the  
skills that

most aptitude tests provide with new program participants a short period of participation to establish rapport and confidence. This time necessary for initial contact is important to both the test taker and the administrator.

Perhaps the best approach is to develop a plan to identify, select, and maintain the capabilities of the organization to develop assessment tools. The

available in a coordinated  
standable manner. As  
services for disadvantaged  
find this book helpful

# Appendix

# Directory of Employers

Published by Santa Barbara

the National Alliance

4400 Cathedral Oaks • R

Santa Barbara, California

**Northwest Regional Education**

**300 S.W. Sixth Avenue**

**Portland, Oregon 97204**

**(503) 248-6800**

**Occupational Outlook Handbook**

Urban League (of Portland)  
Northeast Youth Service Center  
4815 N. E. 7th  
Portland, Oregon 97211  
(503) 288-6708

Urban Youth Action, Inc.  
300 Sixth Avenue, Suite 240  
Pittsburgh, Pennsylvania 15222

Work Out

Produced cooperatively by Shelter Institute and  
The Oakland Community Career Education Resource Center  
2821 A Regent Street  
Berkeley, California 94705  
(415) 832-4189

The Youthworks, Inc.  
2514 West Main  
Medford, Oregon 97501  
(503) 779-2393